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ABSTRACT

College projects designed to relate career preparation and liberal learning that were funded by the Northwest Area Foundation's "Balancing Career Preparation and Liberal Learning" grant series are described. The types of projects and the 11 participating colleges are as follows: career clusters for liberal arts students (University of Iowa); the faculty advising role (Carleton College, Clarke College, Northwestern College); student internships (Montana State, Clarke); faculty nonacademic internships (St. Olaf College); interdisciplinary senior seminars on social issues (Gonzaga University); career concentrations (Northwestern College); a career and life planning course (Gustavus Adolphus College); identifying career-related liberal arts skills (Clarke, Gustavus Adolphus); strengthening career development resources (Jamestown College); a college for working adults (Minneapolis Community College); and college-business cooperation in work-site education (General College, University of Minnesota). Conclusions about the relationship of liberal learning and meaningful work are included, along with: brief comments of project directors; names of project contacts and external evaluators; and an annotated resource list which includes publications from the "Liberal Learning and Careers" project of the Association of American Colleges. (SW)

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NORTHWEST AREA FOUNDATION
HIGHER EDUCATION
REPORT

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The Foundation makes grants in Minnesota, Iowa, North Dakota, South Dakota, Montana, Idaho, Oregon, and Washington. It concentrates on the arts, education, environmental and physical sciences, human services, medical sciences and health, and the social sciences.

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Strategies for Relating Career Preparation and Liberal Learning

An Assessment of the Eleven Projects
in the Foundation's Grant Series
in Higher Education

R. Eugene Rice
Consultant to the Foundation

*Professor of Sociology
University of the Pacific*

A NORTHWEST AREA FOUNDATION REPORT

1983

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FOREWORD

As I visit colleges and universities from Iowa and Minnesota to Washington and Oregon, I am told over and over about a current trend in higher education. Students, educators say, are enrolling in increasing numbers in "career-oriented" courses and, unless required, are studying fewer and fewer liberal arts subjects. Business and technology classrooms everywhere are bulging at the seams, while classics courses are either no longer offered or given as tutorials. New buildings are being constructed to house well-endowed business programs while some liberal arts departments are watching their programs disappear from the curriculum. Many liberal arts faculty now feel like second-class citizens, betrayed by institutions they think are "selling out" to public demand. What has happened, they wonder, to the notion that a liberal arts education is the best preparation for life?

The program described in this report was recommended in 1978 to the Foundation's Directors by Drs. Alston Chase, author and independent scholar; Paul Dressel, Professor of University Research, Michigan State University; Charles J. Ping, President, Ohio University; and the late Marion L. Shane, President, Mercyhurst College. These men served on the Foundation's Higher Education Advisory Committee from 1976-80. They had the foresight to recognize that an emphasis on vocational education would increase in the coming years and that many traditional liberal arts institutions would be faced with potential conflicts regarding the role of career preparation. It was their belief that an education should prepare one for living and working and that a balance must be maintained between vocational and liberal arts education. One can complement the other.

The Request for Proposals brochure for the program entitled "Balancing Career Preparation and Liberal Learning" was designed to encourage applications from liberal arts institutions that wanted to improve career preparation guidance for their students and from vocational institutions that wanted to offer their students more liberal arts courses. Although many proposals were received, most were from liberal arts institutions. This fact was somewhat disappointing to the Foundation.

The eleven projects that received funding for two to three years attempted to create a balance through better and more creative career advising, internship opportunities, integrated curriculum, or alternative programs for non-traditional students. All of the activities are assessed in this report. The project directors gathered annually to exchange information and meet with invited speakers from other parts of the country. Of particular assistance to this project was Dr. Kathryn Mohrman, Director of National Affairs for the Association of American Colleges. That organization was promoting a similar concept at the same time as the Foundation grant series. Information on the AAC program is included in the Resources section.

In approving Foundation-initiated programs, the Directors request evaluations of the individual grants and grant series. To help assess the effect of the program and the strategies implemented, the Foundation engages consultants. For the eleven grants in this series, funds were provided for the institutions to employ external project evaluators and for the Foundation to engage a program evaluator. Dr. R. Eugene Rice, Professor of Sociology, University of the Pacific, was selected as the program evaluator. After visiting each project site with Foundation Staff, Dr. Rice prepared the following assessment.

Dr. Rice was selected for this task because of his personal and scholarly interest in adult development and the sociology of work in the professions. He is also very interested in strategies for change in higher education. Dr. Rice, a graduate of Pasadena College, holds advanced degrees from Harvard University. In addition to his teaching, Dr. Rice has been a consultant to a number of foundations. In 1974-75, he served as Program Executive to the Danforth Foundation in Saint Louis, Missouri, and in 1982 he received a Mina Shaughnessy Scholar's award for research in the area of faculty development.

Northwest Area Foundation wishes to thank Dr. Rice and all those

who assisted with this project. A list of project directors and evaluators follows the assessment; these names are provided so readers may contact persons involved in projects of interest to them. It is the Foundation's hope that this report will encourage educators as they attempt to provide an appropriate balance between career preparation and liberal learning on their campuses.

Martha G. Butt
Vice President

INTRODUCTION

In the 1970s, serious questions concerning the value of a liberal arts education were raised with the American public. The specter of "the over-educated American" loomed large in the press as an increased number of college graduates moved into a changing labor market. Special attention was focused on the liberal arts majors who were finding it especially difficult to compete for first jobs with those with more applied, technical preparation. Colleges and universities experienced substantial shifts in enrollments, as students, increasingly responsive to market pressures, moved from liberal studies areas such as English and history into areas with higher employment potential, e.g., engineering, business, and computer science. In this climate, liberal arts students were perceived as markedly deficient in their preparation for careers.

The heightened anxiety about careers and the institutional response generated, in turn, an opposite response. Would the priority being given to the technical and vocational erode the broader, interpretive capacity that a liberal arts education was assumed to provide? Where would the long-term generic abilities — communication, analysis, judgment, and the capacity to continue to learn — be cultivated in a world of narrow specialization? Was the distinctive character and mission of the American college being fundamentally altered by the whims of the market? Out of these concerns came the search for a new balance in career preparation and liberal learning.

In 1979, following consultation with college faculty, administrators, career planning professionals, and employers, the Northwest Area Foundation initiated a grant series for higher education entitled: "Balancing Career Preparation and Liberal Learning." In the

*Was the distinctive character and mission
of the American college being fundamentally
altered by the whims of the market?*

announcement of the grant series, colleges and universities were invited to develop institutionally based projects that would address the serious problems of imbalance that were seen to have recently developed. Implicit in the call for proposals was the assumption that, properly conceived and structured, liberal arts education and career preparation can complement and strengthen one another without compromising the basic intentions or effectiveness of either. It was an assumption that did not go unchallenged.

Of the seventy-six proposals entered in the grants competition, eleven were funded. Among the eleven projects is a wide spectrum of strategies for coping with this pressing educational dilemma. Although individual strategies, such as the humanities cooperative program, the business internship, and working with faculty on career advising, have been tried elsewhere with substantial support from funding agencies, the Northwest Area Foundation series provided a unique opportunity to do a comparative assessment of a wide variety of approaches to the problem of relating career preparation and liberal learning.

This assessment of the grant series as a whole is based on three years of experience with the eleven projects. Every project was systematically evaluated by an external evaluator each year of the funding period (the period of funding varied among the projects from one to three years). The external evaluators were selected collaboratively by representatives of the institution receiving the grant and the Foundation. These evaluators were drawn from practitioners in the field of career development and assessment, higher education administrators who had struggled with the problem in other institutions, and professional evaluators. One project, for instance, was evaluated

by both the influential career theorist, John L. Holland, of Johns Hopkins University, and a former President of Grinnell College, Glenn Leggett. In addition, elaborate quantitative studies were conducted by graduate students invited to assess that particular project.

The request for proposals required that applications include a plan for evaluation, making explicit the criteria for evaluating the success of the project and the appropriate methodology for assessing that success. The criteria and methods varied in accordance with the intent of the project. The first and second year evaluations of three-year projects were used to make mid-course adjustments in the projects. Project directors found this formative approach to evaluation to be especially helpful. The final reports of the external evaluators may be obtained by contacting the institutions funded. A list of the external evaluators of the projects in this series can be found beginning on page 41.

The project directors submitted regular progress reports, and each project received a site visit by a member of the Foundation staff and the coordinator of evaluation for the grant series. In addition, the project directors met in Saint Paul once a year to present their projects, share what they had learned, and address the critical issues that emerged in their efforts to relate the liberal arts and career preparation.



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STRATEGIES IN THE FOUNDATION GRANT SERIES

In his very helpful essay on "Issues and Alternatives in Career Preparation and the Liberal Arts: An Initial Appraisal," H. Bradley Sagen identifies three broad models that have been used in efforts to relate the liberal arts and career preparation. The first is the *traditional pre-professional model* which considers the liberal arts as preparation for more specialized professional or graduate education. This model maintains the autonomy and purity of the liberal arts experience and regards career-related issues as primarily the responsibility of the postbaccalaureate sector. The second is an *integrated model* which accepts the interrelationship of the two and builds both into virtually all course programs. The third model is an intermediate *linking model* that retains the traditional liberal arts as the core of the student's education but supplements it with a variety of career-related experiences. Sagen's typology proved useful in assessing the several strategies for balancing career preparation and liberal learning developed by the recipients of the Foundation's grants.

The typology, in fact, sheds light on why some faculty members strenuously objected to the use of the word "balancing" in the title of the grant series. Although the title does not go so far as to suggest the integration of career preparation and liberal learning, it does imply an equitable distribution of the two. Liberal arts faculty committed to the preprofessional model objected to this notion. "Relating career preparation and liberal learning" would probably have been a more appropriate title for the grant series.

The strategies for relating career preparation and the liberal arts developed by the recipients in this grant series can be ordered in the following way. Each of the strategies will be described and assessed within the context of the specific institutions utilizing them. Following the assessment of each strategy in particular settings, an attempt will be made to set forth more general conclusions about the relationship of liberal learning and meaningful work.

Strategies and Institutions

I. CAREER ADVISING

Career Clusters for Liberal Arts Students

University of Iowa

The Advising Role of Faculty

Carleton College

Clarke College

Northwestern College

II. EXPERIENTIAL LEARNING IN NON-ACADEMIC SETTINGS

Student Internships

Montana State University

Clarke College

Non-Academic Internships for Faculty

St. Olaf College

III. CURRICULUM DEVELOPMENT

Interdisciplinary Senior Seminars on Social Issues

Gonzaga University

Career Concentrations

Northwestern College

Career and Life Planning Course

Gustavus Adolphus College

IV. IDENTIFYING CAREER-RELATED LIBERAL ARTS SKILLS

Clarke College

Gustavus Adolphus College

V. STRENGTHENING CAREER DEVELOPMENT RESOURCES

Jamestown College

VI. PROGRAMMATIC ALTERNATIVES FOR NON-TRADITIONAL STUDENTS

A College for Working Adults

Minneapolis Community College

University and Business Collaboration in Work-Site Education

General College, University of Minnesota

*Even in institutions committed to
integrating liberal learning and career
preparation, faculty members find
themselves ill prepared for the task.*

I. Career Advising

With increased specialization in higher education, student advising outside the narrowly defined boundaries of disciplinary concentrations has become problematic. Earlier, student advising was regarded as not only a central responsibility of faculty but an important opportunity. More recently, in some of the larger research-oriented universities where specialization has been pressed hardest, faculty members have chosen to limit their advising only to those students majoring in their fields. The task of advising students on more general concerns has been relegated to non-academic personnel, and nowhere has this been more evident than in the area of career advising.

Even in institutions committed to integrating liberal learning and career preparation, faculty members find themselves ill prepared for the task. During the past two decades, faculty have become increasingly isolated from professionals in other fields and from what, regrettably, has become known as "the world of work" or, even worse, "the real world." To address this problem, several strategies have been devised by Foundation grant recipients. One of the most promising is the "Academic Career Clusters Project" at the University of Iowa.

Career Clusters for Liberal Arts Students

The "Academic Career Clusters Project" was introduced into the college of liberal arts of the University of Iowa as a way of providing career guidance for undergraduate students majoring in the traditional liberal arts disciplines. The clusters project was an attempt to interpret the academic organization of the university in terms that made sense to students much concerned about their future careers. It was an informational strategy that would not require revising the curriculum, changing degree requirements, or adding new academic programs. The clusters present the offerings of the University within an alternative framework. Instead of presenting courses and majors in

terms of traditional liberal arts departments, the clusters arrange them in terms of career objectives. As the preface of *The Career Clusters Source Book* says:

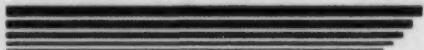
The project was designed to help students develop a coherent academic program, a program that would be not only personally satisfying (by allowing them to develop their own talents and expand their interests in liberal arts disciplines) but would also help them prepare for fulfilling work (for entry into and advancement within a suitable career area).

The project is a serious attempt to strengthen the resources available to academic advisers in dealing with students who are concerned about the insufficient career direction provided by the traditional liberal arts major. In Sagen's terms, the career clusters represent an ideal strategy for linking career preparation and liberal learning.

To date, twelve academic career clusters have been identified and made available through *The Career Clusters Source Book*, the major publication of the project. As an example, the "corporate communications cluster" includes not only the courses one might expect from the Departments of English, Communication, and Journalism, but also courses in American studies, business, economics, psychology, sociology, and political science. The total pattern of course work is designed to provide the student with the kinds of knowledge and experience expected of a serious candidate for a position in the public relations/publications/communication division of a corporation, government, or social service agency. For students anxious about their "employability" after graduation, the clusters approach makes explicit the usefulness of the traditional major, particularly those in the humanities and the social sciences.



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The career clusters were developed collaboratively. Seminars on specific career areas were held that drew together not only faculty and students but also representatives from appropriate businesses and other employing organizations. In addition to the development and distribution of *The Clusters Source Book* and other printed materials, the project included an interactive computer program based on the source book designed to individualize the advising process for students. This program was made readily available to students at computer terminals located throughout the campus. Another component of the project was a slide-audio program and film for use at student workshops and informational meetings.

The Academic Career Clusters Project has been systematically and thoroughly evaluated. Data on the project was collected through a variety of methods, including a telephone survey, transcript analysis, interviews, and document review. There is clear evidence that the project is proving useful to the liberal arts students of the University. More than 300 students attended one or more of the career area seminars. Better than half of the randomly surveyed juniors and seniors discussed the career cluster process with their academic advisers, and 11 percent of the students contacted were using a clustering strategy in planning their course work.

As is the case with so many innovative programs of this sort, the project is having its most significant impact on other institutions. The national attention the clusters project is receiving is indeed impressive. In addition to wide coverage in state and national media (including an article in *The New York Times*), there have been more than 180 requests for information or copies of project materials from institutions throughout the United States. Several institutions have reported that they intend to use the project as a model (e.g., Kansas State University and the University of Michigan). Indicative of the strong support the project has received is this comment from the Program Director for the Coordinating Board of the Texas College and University System in a letter to the project director:

I think your work is some of the best and most important being done in higher education today. The only way to overcome the current emphasis on vocational training in colleges and maintain the integrity of the academic disciplines seems to be to show the students the advantages of clearly thought out goals and objectives,

flexibility, and rigorous training in a subject matter, which are possible under a general degree or with a careful selection of courses in the major field and the wise election of courses outside degree requirements.

I have shared your work with several deans and vice presidents here in Texas as well as others throughout the country. The concept has been accepted with enthusiasm in all cases.

The widespread, enthusiastic response generated nationally by the career clusters project was not duplicated on the University of Iowa campus. In fact, the project became a major source of controversy. It



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is somewhat ironic that the project in this grant series that held the greatest promise was, in its final year, dropped as a funded project. The career clusters project engendered so much resistance among the liberal arts faculty that in April of 1981 the project, by vote of the faculty, was denied status as an "official program" of the college and defined as "an individual research and development effort." Defined in this way, the project was no longer eligible for continuing support from the Foundation.

The strong resistance of the faculty was grounded in much that was extraneous to career clustering as a strategy; for example, the opposition to administrative initiatives and the "slick" style of presentation. Substantive resistance centered, however, on the concern that vocationalism would seriously undermine the integrity of the liberal arts. It is a concern that continues to be particularly strong among liberal arts faculty members in larger research-oriented universities where the commitment to the discipline is primary and the preprofessional

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model described by Sagen continues to dominate the faculty's conception of the relationship of the liberal arts to career preparation.

The final report of the external evaluator focuses on faculty resistance to the career clusters project and concludes that:

... the clusters approach in the hands of more sympathetic faculty could have been developed in a way to strengthen the appeal to students (and their parents) of the traditional academic disciplines. If so, it might then have helped to de-emphasize the current trend toward direct vocational preparation that is pushing students into schools of business, engineering, and the like, leaving the liberal arts defensive and undernourished.

The Advising Role of Faculty

David Riesman, in his recent book *On Higher Education*, states that "advising is the weakest link in the whole undergraduate process." He finds faculty advising of students, particularly in the larger institutions, to be "at best an embarrassment, at worst a disgrace." Several of the small liberal arts colleges among the Foundation grant recipients chose to address the problem of relating career preparation and liberal learning by working with faculty as career advisers.

Carleton College, recognizing the serious limitations in the preparation of liberal arts faculty members for career advising, proposed to appoint and train a faculty career adviser for each academic department. Because of delays in the appointment of a project director, the Carleton project has been extended an additional year. As a result, neither the project nor the final evaluation had been completed at the time of writing.

The training of faculty career advisers on a departmental basis is a low-risk strategy for linking career preparation and liberal learning. It is an approach that does not challenge the disciplinary-based academic culture of a traditional liberal arts institution and avoids

confronting the departmentally-oriented political structure of the college. It is a strategy that is limited obviously because the world of occupations is not organized on a disciplinary basis. The Carleton faculty career advisers acknowledged this early in the project and began urging cross-departmental cooperation.

The Carleton project also builds on established assumptions regarding faculty autonomy and departmental initiative. There was an initial orientation meeting conducted by the staff of the Career Center, but, for the most part, individual faculty members and depart-

The Carleton project also builds on established assumptions regarding faculty autonomy and departmental initiative.

ments were left free to structure their own involvement in the project. Judith K. Katz, the external evaluator from Swarthmore College, found the participating faculty members caught in a kind of double bind that seems to accompany this approach:

. . . each expressed initial feelings of uncertainty about exactly what was expected or how to go about achieving what they perceived as goals. On the one hand, while many felt it was a good idea to be given free rein to develop programs that would meet their own particular interests and personalities, on the other hand, several felt a bit more structure, suggestions, or examples of how to set and achieve goals would have been helpful.

The most productive and rewarding aspect of the project was getting faculty members off-campus to explore careers and work-settings that might be appropriate for their majors. One participant "sought to determine the relevance of a strong liberal arts education (with a concentration in philosophy) for mid-level and upper management positions within various corporations." He looked into such fields as banking, real estate, law, and architecture. A representative of the

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Geology Department explored opportunities in the oil industry with visits to major oil companies in Tulsa and Houston. An historian made an effort to increase his knowledge of museum and archival careers; he also investigated career opportunities in "public history" and other non-traditional directions in the field of history itself.

The faculty career advisers returned from their explorations of career opportunities for their students with renewed confidence in the value of liberal arts education as preparation for a lifetime of meaningful work. They also came back with the recognition of the limitations of a liberal arts education in preparing students for entry-level positions. Katz concludes that the first-hand knowledge gained through participation in the project will make the faculty career advisers better prepared to guide their majors in the choice of other types of coursework and experience that would help graduates secure their first jobs.

On most campuses, the effort to involve faculty formally in the process of career advising has led to serious strains with what were earlier known as placement offices. At Carleton the relationship between the faculty career advisers and the recently reorganized Career Center needs to be more clearly defined. This is a problem that seems to be endemic to most efforts of this sort and will be addressed more generally in the conclusion.

The original proposal submitted by Carleton called for the establishment of alumni advisory teams that would work with the faculty career advisers in aiding students within departments. This approach continues to have much to recommend it despite its having been dropped from the Carleton project. Alumni represent an especially useful resource in an effort at linking career preparation and liberal learning.

The Carleton project uses a computer terminal in the Career Center

that ties into the College's administrative computer where information about students and alumni is stored. The alumni data-base is up-to-date and has greatly enhanced the ability of the faculty career advisers to locate alumni by occupation and location and to utilize them in career related projects.

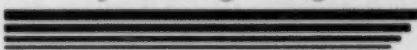
Several other projects in the "Balancing Career Preparation and Liberal Learning" series had components that focused on faculty advising. Northwestern College included an emphasis on faculty advising in its curriculum development project which will be discussed later. Clarke College developed a goal-oriented advising system for freshmen that addresses issues having to do with the relationship of liberal learning and careers. The Clarke program is a comprehensive one incorporating a variety of approaches such as John Holland's *Self-Directed Search*, the *System of Interactive Guidance Information* (SIGI), and an effective videotape training program for faculty advisers. The final report on the project credits the advising program with having a major positive impact on the retention of students.

II. Experiential Learning in Non-Academic Settings

During the years of rapid expansion in higher education, the 1960s and early 1970s, college and university campuses became increasingly isolated from the world of commerce. This separation was seriously exacerbated by ideological tensions during the late sixties. Suspicion and alienation were bred on both sides, and stereotypes were formed that erected barriers between business and liberal arts campuses that are only now beginning to be challenged. Liberal arts fields that had earlier contributed to the integration of experience and a sense of the



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whole became narrowly defined academic specialties segmented off from the rest of life — especially the commercial.

A key strategy for giving students and faculty a renewed sense of connection between the liberal arts environment and the work setting is the internship. Among the Foundation grants in this series are projects that provide direct experience in non-academic work situations for both students and faculty.

Student Internships

A very successful internship program for liberal arts students has been developed at Montana State University. Contributing to the success of the program is the support of a comprehensive Liberal Arts Career Resource and Planning Center, a Center Advisory Committee made up of influential liberal arts faculty members, and an established process for the academic evaluation of the internships. Each student intern receives a tuition fee waiver and an additional stipend which varies according to need. The student also receives twelve quarter hours of academic credit for the work. Over 100 "professional level" internships are made available annually. Kenneth L. Weaver, project director, and Mark G. Haviland, also associated with the project, argue in an article in the *Journal of College Placement* (Spring 1980) that the primary measure of the success of the program is not the number of liberal arts students who are aided in securing "a job" upon graduation, but the number assisted in making initial career decisions. Weaver and Haviland contend that early initiation of career planning can serve to greatly enhance placement possibilities for liberal arts students.

The student internship component of the Clarke College project also proved to be very successful. Primarily because of the forceful leadership of the project director, and the wise use of consultants, the Clarke Internship Program has been fully institutionalized. Experiential learning in off-campus work settings has become a distinguishing characteristic of the college. By the end of the grant period, spring of 1981, 69 percent of the graduates of the college had participated in professionally related work/learning experiences prior to graduation.

Ed Watkins, a career development specialist (Doane College), played a key role in initiating the program and Janet Hagberg's (Hagberg Company, Minneapolis) formative evaluations strengthened the

program by pressing for broader based and more varied internships. The faculty were enthusiastic in their approval of the program. They expressed special appreciation for the skills the students were acquiring and for the appropriateness of the internship placement.



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faculty members whose disciplines are in
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Non-Academic Internships for Faculty

St. Olaf College proposed an imaginative program of faculty internships to help, as the brochure announcing the project put it, "bridge the gap between liberal arts education and private industry." The project is entitled, appropriately, "Bridges." The promise of this strategy for linking career preparation and liberal learning is matched only by its difficulty.

St. Olaf found that the establishment of effective faculty internships requires a prolonged educational effort involving both the faculty and the private sector. The deteriorating economic climate only increased the difficulty, especially since the St. Olaf project called for paid internships.

At the time this assessment was written, five faculty members had completed non-academic internships at Honeywell, Electro General Corporation, Donaldson's Company, Inc., Investment Diversified Services, Inc., Northwestern Bell, General Mills. Participating faculty were from the Departments of Biology, Psychology, Sociology, Physics, and Economics. In each case, the academic specialty and professional interest of the professor matched the task assigned in the corporation. Consequently, both the faculty member and the company experienced direct and immediate benefits from the internship.

The characteristics of the internships highlight a difficulty experi-

enced by most universities and colleges attempting similar programs. Internships are easiest to arrange for faculty members whose disciplines are in or border on the applied sciences. St. Olaf confronted particular problems in attempting to place faculty members trained in the humanities.

Despite the difficulties encountered, the internships that were arranged are models of success. Participating faculty found their perceptions of corporate life substantially altered. Faculty had experience in well-managed companies where employees find their work fulfilling and are treated with respect. One faculty member overcame the fear that he could not "make it" in the corporate world and another returned to campus with a renewed commitment to teaching. All found the internship experience most helpful in advising. Corporation personnel also found their stereotypes of college faculty challenged and, as a result, view faculty as an important resource. It is clear, however, that corporations prefer to have faculty working on discretely defined projects as consultants, rather than in some more general way.

St. Olaf has used the initial experience with faculty internships as the foundation for a long-term process of "bridge-building." A forum was arranged where the faculty interns and representatives of their respective companies shared their experience with faculty, staff, and members of a committee of corporate executives that had been selected to work with the Bridges project. The forum was expertly videotaped and the videotape is currently being used in a variety of meetings with both faculty and corporate officials as an educational and promotional tool.

St. Olaf has also initiated one-day orientation visits for faculty. These visits to a variety of corporations are being used to establish contacts and generate proposals for future internships. In addition, the Bridges project has an "Executive-in-Residence" component. The intent of the program is to get business executives to spend time on campus lecturing in class, consulting with students and faculty, and generally serving as roles models for students. Several executives have participated in the program, but the potential of this part of the project has yet to be fully realized.

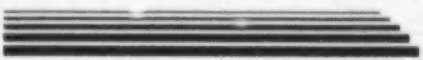
One of the most original and promising ideas in the St. Olaf proposal was the intention to appoint a Corporate Liaison (a retired vice

president of a major corporation in the Twin Cities) who would facilitate the bridging efforts with both faculty and corporate representatives. Because of changes in administration and some misunderstanding about the responsibilities of the Corporate Liaison, the effort was aborted, but the idea was a good one and might well meet with success in establishing faculty internships elsewhere.

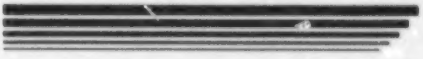
The Bridges program also called for the development of undergraduate research projects as an extension of the faculty internship experience. Two of the faculty interns were able to involve students in substantial ways in their work with companies. This aspect of the project has rich potential if the number of faculty internships can be increased appreciably.

III. Curriculum Development

Several of the projects in this grant series attempted to relate career preparation and liberal learning through curriculum development. This can be one of the most effective strategies, because the curricu-



The curriculum development strategy can generate enormous resistance, particularly on the part of faculty.



lum stands at the heart of the institution and has a direct effect on what faculty and students do. For the same reason, however, the curriculum development strategy can generate enormous resistance, particularly on the part of faculty. Three very different kinds of curriculum projects were initiated through this grant series.

Interdisciplinary Senior Seminars on Social Issues

Gonzaga University chose to develop a series of capstone seminars for graduating seniors that would allow them to draw together the value concerns that are reflected in the liberal arts and their own



Gonzaga University chose to develop a series of capstone seminars for graduating seniors that would allow them to draw together the value concerns that are reflected in the liberal arts and their own career choices.



career choices. Several of the seminars dealt with ethical, social, and political issues of concern to a particular profession, such as "Law and Social Justice," "Medical Ethics," or "Engineering Ethics." Other seminars dealt more generally with the ways in which humanistic values and religious concerns can be expressed in viable career choices and community involvement. "Christian Responses to Public Issues of the 1980s" and "Environmental Economics" represent courses of this sort.

The three-unit seminars are offered for credit and have a maximum enrollment of twenty students in each. After an experimental period, the Senior Seminars will be considered for inclusion in the required core curriculum. The participation of faculty has been wholly voluntary, with most seminars being genuinely team-taught. For instance, a philosopher and a law professor joined together to teach a course in legal ethics, and an anthropologist and a professor of nursing presented a seminar on "Comparative Health Care." Thirty percent of the undergraduate teaching faculty have either taught or expect to teach in the Senior Seminar program. At the end of the final year of the grant period, the University's academic governing body voted to continue the Senior Seminar program.

The project director had some initial difficulty generating faculty participation and course proposals. There was also concern about the adequacy of the career emphasis in some courses. Toward the end of the second year, the program was favorably evaluated by faculty, and participating students were almost unanimous in their praise.

This approach to relating career preparation and liberal learning is particularly appropriate for schools having a strong religious tradition, as does Gonzaga. The program builds on and reinforces the distinctive identity and mission of the institution. It gives the stu-

dents in their last year the opportunity to integrate their academic experience and their long-term career goals. It also brings faculty into interdisciplinary dialogue around issues relating human values and careers.

Career Concentrations

The Career Concentrations program at Northwestern College (Orange City, Iowa) is the best example in this grant series of a project that, in Bradley Sagen's terms, represents an integrated model in relating career preparation and liberal learning. In the early 1970s Northwestern experienced enrollment difficulties. One of the responses to this problem was the development of a series of career concentrations that were integrated into the liberal arts program. The program proved to be so attractive that it is credited with contributing significantly to the dramatic increase in Northwestern's enrollment and retention in the late 1970s.

A career concentration is a series of courses and internships that represent a career direction such as agri-business, journalism, Christian education, or hospital administration and is taken along with a traditional liberal arts major. The Career Concentrations program was already in place at the time the Foundation grant was made. The proposal requested funds primarily for faculty development: to allow for course design, to strengthen the advising system, and to cultivate relationships with the business and professional communities.

The career concentrations approach is working at Northwestern because of both the strong institutional commitment to the program and willing faculty. The liberal arts faculty at Northwestern, in contrast to some other institutions, have felt the threat of enrollment decline and recognize the need to accommodate to career concerns. Also, the notion of vocation has always been at the heart of the theological tradition (Dutch Reformed) that gives Northwestern its distinctiveness. Working at one's calling and perceptions of the meaning of life are inextricably linked.

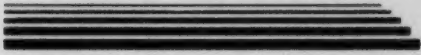
Career and Life Planning Course

Gustavus Adolphus College has one of the most sophisticated career development programs to be found in a liberal arts college. It includes a comprehensive career counseling program for incoming

freshmen, a cooperative education program, a career planning process accessible to students through the computer, "marketing" assistance (a part of which is a videotape on "Marketing the Liberal Arts Student" which has received national attention), and much more. Much of this very impressive program has been developed or enhanced by the Foundation grant. Central to the Gustavus Adolphus project, however, is a career and life planning course that was to be structured into the college curriculum. This has proved to be more difficult than anticipated, even in a college where career development has firm institutional support.

As a part of the project, a psychology professor was commissioned to design and develop a course in career and life planning for Gustavus Adolphus. This extended study, which is now available, contains: 1) an examination of the underlying assumptions of the course and its relationship to the liberal arts, 2) research on existing career courses, 3) a review of available texts and other materials, and 4) a statement of the course objectives, content, and method. Despite this major effort, at the time of writing the course had yet to be fully incorporated into the established curriculum.

The reluctance of the Gustavus Adolphus faculty to integrate a career planning course into the regular curriculum is typical of most traditionally-oriented liberal arts faculties. One of the most persuasive objections raised by faculty is that career planning does not have an established knowledge-base on which to build. An alternative approach that would have greater legitimacy with faculty would be to strengthen and emphasize established liberal arts courses that deal substantively with the structure and meaning of work — the Sociology of Work and the Professions comes immediately to mind.



One of the most persuasive objections raised by faculty is that career planning does not have an established knowledge-base on which to build.



The emphasis on transferable skills places priority on the instrumental character of knowledge. This challenges the notion that the liberal arts have intrinsic value — are ends in themselves.

The Career and Life Planning course at Gustavus Adolphus will be offered on an experimental basis during the one-month January term. The Gustavus Adolphus faculty is evidently willing to link career preparation and liberal learning, but are resisting the integration of the two.

IV. Identifying Career-Related Liberal Arts Skills

Several of the "Balancing Career Preparation and Liberal Learning" projects build on the recent work on transferable skills and liberal arts competencies. This work grows out of the new programs for adult learners and efforts to assess experiential learning. Richard Bolles popularized the concept of transferable skills (*What Color is My Parachute?*), and Paul Breen and Urban Whitaker have worked systematically to identify career-related liberal arts skills (see *AAHE Bulletin*, October 1981).

One component of the Clarke College project focused on introducing faculty to the concept of liberal learning competencies, which affirms the value of the content being taught while helping faculty to identify the adaptive and transferable skills students are learning. The Gustavus Adolphus project included a program of skills identification by discipline. Individual liberal arts departments (e.g., political science, English, and philosophy) developed descriptions of the study of the discipline that emphasize the transferable skills learned through that study.

The emphasis on transferable skills places priority on the instrumental character of knowledge. This challenges the notion that the liberal arts have intrinsic value — are ends in themselves. The commitment to the intrinsic value of the liberal arts has always been

fragile in a pragmatic culture such as ours, where even art and music have had to be justified in terms of their usefulness. Given the precarious character of the liberal arts in a larger culture where most of what is valued is defended in terms of extrinsic rewards, the reluctance of liberal arts faculty to readily emphasize skills that are transferable to the workplace is understandable. Both the Clarke and Gustavus Adolphus faculties exhibited such.

In efforts to provide for career preparation in liberal arts contexts, the liberal arts faculty member's defense of the substantive character of knowledge vis-à-vis the instrumental deserves respect. The resistance of faculty to a focus on career preparation is not merely reluctance to change; there is a serious intellectual and cultural issue at stake.

V. Strengthening Career Development Resources

The career development programs at the colleges and universities receiving the "Balancing Career Preparation and Liberal Learning" grants varied in size and quality. Almost all of the grant recipients used a portion of the grant to strengthen their career development resources. Jamestown College used the grant to begin a Career Counseling and Placement Office.

Jamestown College set up what is almost taken for granted on most college and university campuses. A career information center was established by purchasing relevant books, providing resource materials, making available the Minnesota Career Information Services, and joining the appropriate associations. Basic placement activities were initiated, particularly with the local business community. The external evaluator found that a new and much needed program emphasis had been established at Jamestown and that there is every indication that the project will continue without external funding. Much of the achievement is credited to the director of the project who worked effectively with students and faculty, significantly increasing the percentage of students obtaining jobs upon graduation and the number of companies recruiting students. In the final year of the project, the director resigned. Whether the program has been sufficiently institutionalized to continue successfully under new leadership remains to be seen.

It is evident from the site visits and evaluation reports that the

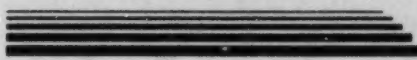
initiation of this important program could not have been accomplished without outside funding assistance. It is important that foundations continue to aid institutions that are in the process of developing basic programs as well as institutions experimenting with innovations.

VI. Programmatic Alternatives for Non-Traditional Students

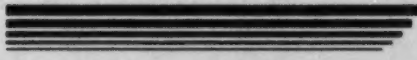
Much of the difficulty currently being experienced in higher education and projected into the decade ahead is a direct result of the declining number of traditional-aged students — those between the ages of eighteen and twenty-two. The educational needs of what have come to be called "non-traditional students," working adults, have not been served well by institutions of higher education. Meeting these needs represents a major opportunity and challenge. Private businesses and corporations are responding to that market and meeting many of the work related needs represented there. What is not being done is substantive liberal education. Two of the projects in the "Balancing Career Preparation and Liberal Learning" series, developed by the Minneapolis Community College and the General College of the University of Minnesota, initiated imaginative programs to make liberal education available to working adults.

A College for Working Adults

The College for Working Adults at Minneapolis Community College was initiated with funding from both the Bush Foundation and the Northwest Area Foundation. The project assumes the difficult



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task of developing a degree program compatible with the needs of working adults, especially those who normally have not had access to higher education. The program involves the imaginative use of television, workshops in convenient neighborhood and business settings, weekend conferences at MCC, and the possibility of receiving credit for prior learning.

The project has been remarkably successful despite seriously diminished financial resources, high television broadcast and leasing costs, and a change in the administrative leadership of the program. A strong curriculum has been established, the faculty is committed to the program, and the project management is working constructively with the critical restraints imposed by financial conditions in Minnesota higher education.

The faculty and staff of the College for Working Adults are providing liberal arts courses in the social sciences, humanities, and the natural sciences that deal with workplace issues, e.g., courses on "Technology, Culture, and Values" and "The Role of Business in American Society." The program was originally structured so the working adult could go on after earning the Associate of Arts degree to a four-year college or university. The original logic and intent of the program is being sustained under increasingly trying circumstances.

University and Business Collaboration in Work-Site Education

The General College of the University of Minnesota has been working with business firms in the Twin Cities to provide the opportunity for full-time employees to take courses with University students and taught by University faculty at their own work-sites. The proposal submitted to the Foundation called for courses offered in pairs, with a career-oriented course paired with a course in general education. The primary objectives of the program are to encourage interaction between regularly enrolled University students and corporation employees; to offer courses at the business site and thus utilize business resources and personnel in the instructional program; and to relate career-oriented courses to liberal learning.

In the first four quarters of the program, fourteen courses were offered in three business settings (Control Data, Land O'Lakes, and Western Electric). The total enrollment was 235. The most serious

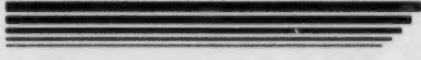
problem, as might be expected, was to generate liberal arts courses that would attract working students. Employees were primarily interested in courses that would improve their job-related skills or aid their promotions to positions of greater responsibility. In many cases tuition reimbursement for employees was contingent upon enrollment in the job-oriented courses. This last issue is a policy problem that needs to be addressed if liberal arts courses are going to flourish in business settings.

The liberal arts courses that were offered through the General College program were very closely related to the jobs of the employee students — courses such as "Communication Skills: Fundamentals of Usage," "Applied Psychology," and "Minority Group Dynamics." Courses in literature, the arts, and history were not tried. It is hoped that as the program becomes better established and its value fully recognized that more venturesome steps can be taken. The General College program is a pioneering effort to get a state university and regional businesses to collaborate in an educational program that relates liberal learning and career preparation. It is important that the liberal learning component not be lost.

CONCLUSION

Max Weber, one of this century's most perceptive students of social order and change, drew a distinction between two forms of rational thinking: functional and substantive rationality. Functional rationality has to do with the efficient relation of means to a given end and is frequently referred to as technical, instrumental, or procedural rationality. The concerns with career preparation, with liberal arts programs that are useful, and with skills that are transferable to the marketplace reflect the need for this kind of rationality. American society is dominated by this way of thinking. Substantive rationality is concerned more with ends than means and presses for a critical understanding of human existence. It is interested in the relationship of the parts to the whole and of the past to the future. History, ideas, tradition, critical inquiry, the commitments of the community, and questions related to purpose and meaning are central to this way of thinking. For human wholeness, functional or technical rationality is not enough; substantive rationality is also required.

The "Balancing Career Preparation and Liberal Learning" grant series addresses, in a small but significant way, the tension between these two forms of rationality — a tension that has always plagued institutions of higher education. Viewed from this perspective, the concern for balance is most appropriate. The uneasy relationship between liberal learning and career preparation that was assumed to exist at an earlier time was seriously disrupted by first the rapid expansion of higher education and more recently the threat of retrenchment. The challenges and difficulties confronted by the eleven grant recipients attempting to relate career preparation and the liberal arts reflect not just the financial strains of the times and institutional


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One of the primary responsibilities of liberal arts programs is to maintain the vitality of substantive rationality. Liberal education also has the responsibility, however, for transmitting the functional knowledge and skills required for entry-level employment and for providing a firm foundation on which to build a lifetime of meaningful work. The linking strategies, such as the career clusters (University of Iowa) or the student internships (Montana State), do not threaten the substantive character of the liberal arts, but do respond to the need to provide for the career preparation of students. Strategies that call for the integration of career preparation and liberal learning are, in fact, more threatening than the linking strategies; for instance, the proposal to build a career and life planning course into the established curriculum (Gustavus Adolphus) was perceived as such.

Frequently neglected in the discussion of the career preparation/liberal learning issue is the central role that productive work plays in the values, culture, and history represented by the liberal arts. The leading spokespersons for most of the liberal arts disciplines would join Marx, Freud, and Calvin in reminding us that work is our strongest tie to the human community. They would also echo the words of Albert Camus: "Without work all life goes rotten. But when work is soulless, life stifles and dies."

At least two of the projects build self-consciously on the meaning that work has in the traditions that give distinctiveness to the institutions in which the projects are located. For these schools, career prep-

aration is not something that is added on or linked to; it is an essential element in what it means to prepare for a life that is fully human. Gonzaga University's Interdisciplinary Senior Seminars on Social Issues fit here, and Northwestern's career concentrations are directly tied to the importance of the concept of "vocation" in the Dutch Reformed tradition. It should be noted that the two schools that were most successful in integrating the career preparation emphasis into the liberal arts curriculum, where it would have the greatest long-term impact, were schools that were able to relate the concern for careers to their institutions' reason-for-being.

The Northwest Area Foundation has chosen to fund programs that are attempting to provide educational opportunities to those for whom access has been difficult, if not impossible. The value of the liberal arts is not immediately apparent to the non-traditional student. Disadvantaged minorities are most concerned with immediate employability for reasons that are obvious. Working adults, such as those involved in the Minneapolis Community College and General College projects, have pressing career-related needs that must be



If career preparation is going to be given new priority and made a part of the academic mission of liberal arts institutions, the leadership needs to be drawn from the faculty ranks and the projects should be clearly identified in the institutions as academic endeavors.



satisfied first. Support of programs such as the College for Working Adults and the work-site efforts of the General College should be sustained despite the substantial problems encountered. The vision of America as a nation of educated people with a strong common heritage, presented by Robert Maynard Hutchins in *The Higher Learning in America*, remains a worthy goal.

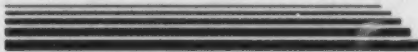
At every one of the colleges and universities participating in the "Balancing Career Preparation and Liberal Learning" grant series, faculty resistance was evident in some form. The resistance was strongest among faculty in departments of English, history, religion, and philosophy — the humanities. Some of the resistance results from a defensiveness that is understandable given the present conditions in higher education. Humanities faculty, particularly, see themselves as "under siege." They are losing student enrollment, resources, status, and, in some cases, jobs. Given these circumstances, any strategy designed to adapt to a changing situation is suspect. In some cases, faculty opposition to what is pejoratively referred to as "careerism" has become heavily ideological.

In several instances the projects were merely ignored by faculty rather than resisted because they were located organizationally in the placement offices in the student affairs sectors of the institutions. They were not seen as a fully legitimate part of the academic enterprise. Often, in these instances, the directors of the programs lacked faculty status and/or the requisite academic credentials. If career preparation is going to be given new priority and made a part of the academic mission of liberal arts institutions, the leadership needs to be drawn from the faculty ranks and the projects should be clearly identified in the institutions as academic endeavors.

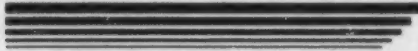
The call for a new rapprochement between liberal learning and career preparation represents an extraordinary opportunity to bring student services more closely in touch with the central educational mission of the college or university. The administrative split between student and academic affairs has created a sense of distance and disregard among faculty and has been misleading to students. The building of reliable bridges to the external world of work would be greatly facilitated if the administrative structures within colleges and universities were more effectively integrated.

If programs to relate career preparation and liberal learning are to be constructive over the long haul, there are important procedural issues related to faculty acceptance that require attention. It is important that faculty be involved in the development of the programs from the start, including the writing of the original proposals. Through the process of program development, steps should be taken to insure an authentic sense of ownership on the part of faculty. Objections to the

program should be addressed in open forums, not merely for the purposes of informing and winning the faculty over, but because their critical perspectives grounded in the substance of the liberal arts



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are at the heart of what programs of this sort are intended to preserve and perpetuate.

Several of the projects in this grant series have a faculty development component. It is clear that faculty who began their careers as college teachers in the expansionist days of higher education, 1957-1974, need the opportunity to re-think their orientation to the career preparation of students. Most of that age-cohort, now senior faculty, have not had much experience with other occupations. A large number have not been out of an educational setting since kindergarten — literally. Their preparation for career advising is severely limited. Faculty development in this area is an essential key to a successful program.

Getting faculty members off-campus to explore first hand other work settings that might represent appropriate career options for their students, as is being done at Carleton and St. Olaf, is most effective. It is also quite expensive and fraught with logistical problems. Workshops and on-campus presentations have an impact that is not as dramatic, but they can reach larger numbers of faculty at less cost. At an earlier time, faculty could advise their best students to follow in their footsteps and pursue academic careers in sociology, English, and history. As most of us know, all too well, openings in

those fields are now virtually closed. Faculty need to be prepared to advise students about the relationship between their liberal education and meaningful work in changing times. This is not a matter of "caving in to crass careerist pressures," as one English professor put it, but is a central professional responsibility of a faculty member in the liberal arts.

The tension between career preparation and liberal learning will never be fully resolved — it is a perennial issue. Given the recent history of higher education, it is evident that at present the liberal arts need to be related more effectively to the workplace. In this effort, however, it is hoped that business English will not supplant the teaching of literature and that, in the preoccupation with managerial processes, the "how?" of administration will not eclipse the "why?" of philosophy, or the core ideas that have advanced the study of society.

Most of the projects in this Foundation grant series have focused on ways of relating career preparation to liberal arts programs. The career advising projects, the internship programs for both students and faculty, and the curriculum development efforts have been based, primarily, in liberal arts colleges or in the arts and sciences sections of universities. For instance, the student internship program at Montana State University, a school dominated by highly technical and professional programs, was for liberal arts students exclusively. The original request for proposals in this "Balancing Career Preparation and Liberal Learning" series sought to encourage applications from new, burgeoning career-oriented programs, but few were forth-



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coming. The relationship between meaningful work and liberal learning is as much a matter of urgent educational concern for faculty and programs in accounting, engineering, and computer science as it is for those in the humanities.

With the rapid growth of new technical and professional programs, the basic character of many colleges and universities is being fundamentally altered. Relating career preparation and liberal learning is an issue that has larger, institutional implications. Responding to the whims of the market has advantages in the short run, but can seriously distort the central mission and distinctive character of an institution. In this grant series these larger institutional questions were addressed only marginally.

For a final word on the relationship between career preparation and liberal learning we can do no better than to turn to the philosopher Alfred North Whitehead and his assessment of *The Aims of Education*:

The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well. This intimate union of practice and theory aids both.

ADDITIONAL PROJECT INFORMATION

Carleton College

Northfield, Minnesota 55057

Title of project: Faculty Career Advising Program

Contact person: Mylla Urban, Associate Dean

External evaluator: Judith Katz, Swarthmore College, Swarthmore,
Pennsylvania

Project description: The project centered around the involvement of faculty in career advising. A faculty member from each department was designated as a Career Adviser and given the opportunity to secure the kind of help and training necessary to assume this new responsibility. Alumni were actively engaged as a resource for each Faculty Career Adviser.

Project director's comments: While we continue to follow the concept of using alumni in an advisory capacity and as resource persons, departments now have greater latitude in developing this alumni network. In many cases, departments have found it to be advantageous to establish contact with many alumni rather than selecting four to serve as an advisory group. As with any project whose success relies on the involvement of faculty members, I would urge others to construct the strongest possible base of support within the faculty of the institution.

Clarke College

Dubuque, Iowa 52001

Title of project: Curriculum/Career Interface

Contact person: Louise S. Ottavi, Assistant Academic Dean

External evaluator: Janet Hagberg, The Hagberg Company,
Minneapolis, Minnesota

Project description: The project is designed to create a connection between the liberal arts curriculum and career preparation. Objec-

tives of the project include: the development and implementation of a goal-oriented advising program; the development and implementation of an internship program in which a majority of liberal arts students will participate; the establishment of a Career Resource Center; and a systematic approach to the identification of liberal learning competencies gained in specific courses.

Project director's comments: There was more faculty interest and support for the Internship Program than expected. The method used to identify the liberal learning competencies gained in specific courses proved less workable than expected. It raised faculty and student awareness, however, which was the intent of the activity. If another institution were to implement a project such as this, they should secure administrative and faculty support. It is especially important to have faculty support for academic advising and internship programs. A professional staff person to develop the Career Resource Center is essential.

Gonzaga University
Spokane, Washington 99258

Title of project: Interdisciplinary Senior Seminars on Social Issues

Contact person: Michael Leiserson, Department of Political Science

External evaluator: Robert L. Spaeth, St. John's University,
Collegeville, Minnesota

Project description: The project involved creating several new seminars for seniors and advanced juniors, team-taught by two or more faculty from different disciplines. Objectives were to help students to see links between their past studies and their future careers; to integrate their major disciplinary studies with the core curriculum; and to stimulate them to address questions of social justice in an area of special interest. Titles included: Legal Ethics, Medical Ethics, Alienation and Aggression in Literature and Society, Social Justice, Engineering Ethics, Sociobiology, and Environmental Economics.

Project director's comments: Faculty who participated in the program felt able to incorporate what they'd learned into their own individual courses. A more tangible effect was to raise the morale of some faculty who had been concerned about the University addressing questions of social justice. After the initial enthusiasm, it became more difficult to find faculty volunteers to organize the seminars. Students were uniformly enthusiastic. If this type of project were to be done by another institution, the key is enthusiastic support from the faculty.

That must be there before such a project even begins. The over-all curriculum must be such as to make interdisciplinary and value oriented seminars possible at a genuinely intellectually rewarding level. Third, the administration must be supportive.

Gustavus Adolphus College

Saint Peter, Minnesota 56082

Title of project: Balancing Career Education and Liberal Learning

Contact person: Mark H. Anderson, Director of Admissions

External evaluator: Gary Donovan, University of Minnesota, Morris, Minnesota

Project description: The three-step program included: 1) development of career and life planning strategies for the total student population; 2) identification by academic departments of transferable skills which their students are achieving through liberal arts study and which will be of service to them in future careers (these potential careers were identified by the departments); and 3) instruction in methods whereby liberal arts students may research, identify, enhance, and market their career skills.

Project director's comments: We hope that the materials that we developed can be used by other institutions. Many of these materials are generic in nature and can meet the needs of other institutions such as our own. The materials include: learning packages (resume booklet, informational interviewing and job hunting materials); videotapes as self-help tools; advising manual; resume-writing packs; computer assisted self-directed search; workshop designs.

Jamestown College

Jamestown, North Dakota 58401

Title of project: Balancing Career Preparation and Liberal Learning

Contact person: Richard Smith, Academic Dean

External evaluator: Garry J. DeRose, College Center of the Finger Lakes, Corning, New York

Project description: The specific project objectives were to: develop and implement an adequately staffed student career and academic advisement center; train the faculty in academic advisement, counseling, and guidance; and develop and implement a peer advising program.

Project director's comments: The most significant side effect of the project has been the wide endorsement of the faculty in the activities

of academic advisement, counseling, and guidance. The training workshop and the faculty workshop were key events in the development of a much broader base of interest in the activity. If we were to do the project again, we would go to the marketplace to secure an individual to be in charge of the program who had a wide range of work experiences other than in the academic world, in order that both worlds might be more clearly understood.

Minneapolis Community College

Minneapolis, Minnesota 55403

Title of project: College for Working Adults

Contact person: Larry Litecky, Coordinator, College for Working Adults

External evaluator: Janet Hagberg, The Hagberg Company, Minneapolis, Minnesota

Project description: The College for Working Adults (C.W.A.), a division of Minneapolis Community College, is a general, liberal education program which leads to an Associate of Arts degree. Three characteristics make C.W.A. unique: an interdisciplinary curriculum to which adults can relate life experiences; a course structure which utilizes television, weekend conference-seminars, and a weekly class meeting in a convenient neighborhood location to offer as many as twelve credits per quarter; and a time frame which enables students to work full time and still earn an Associate of Arts degree in two to three years.

Project director's comments: The implementation of the College for Working Adults was limited in scope by resources and by the lack of a cable television system. Nevertheless, the project's success has been outstanding. C.W.A. has been cited by the National Academy for Educational Development as one of the five outstanding, innovative academic programs in the U.S.A. The success of this type of program needs the support of the faculty, administration, and community. Within the academic institution, it is crucial to have an agreement on the scope of the program in terms of curriculum, funding, and staffing. It also works well if the project is part of a growth effort rather than retrenchment.

Montana State University

Bozeman, Montana 59717

Title of project: Liberal Arts Career Development Program

Contact person: Kenneth L. Weaver, Department of Political Science

External evaluator: Janet Hagberg, The Hagberg Company,
Minneapolis, Minnesota

Project description: The project seeks to assist undergraduate liberal arts students in initiating a rational career planning process early in their undergraduate years. To accomplish that purpose the project focuses around a Career Internship Program and encompasses the following specific objectives: assess the enduring value of a liberal arts education as a foundation for future professional or vocational training and growth; identify specific skills associated with selected career areas and formulate a curriculum elective plan to acquire these skills; recognize institutional expectations of the organization sponsoring the internship and evaluate self-performance in terms of those expectations; identify self-expectations that were met or unmet in the internship experience and relate these to specific characteristics of the work environment; formulate an initial Career Plan that will serve as a guide for each student's job and/or graduate school search upon graduation.

Project director's comments: There was a far greater need for career internships than we originally anticipated. As a consequence, the Career Internship Program rapidly developed into the principal component of the program. What was anticipated to be serious resistance by liberal arts faculty to the internships turned out to be genuine support, resulting in the incorporation of a twelve credit catalogue course listing in all of the liberal arts departments. More than a hundred career internship positions have now been established in government, private business firms, and volunteer organizations.

Northwestern College
Orange City, Iowa 51041

Title of project: Balancing Career Preparation and Liberal Learning

Contact person: Stephen G. Cobb, Department of Sociology

External evaluators: Edwin C. Blackburn, Briar Cliff College,
Sioux City, Iowa

Jane Doyle Bromert, Huron College,
Huron, South Dakota

Charles Semke, Westmar College, Le Mars, Iowa

Project description: The objectives were to consolidate the Career Concentration program started at Northwestern College a few years earlier, which is an effort to integrate career preparation and liberal arts education by developing elective career concentrations with an internship component to accompany a liberal arts major. The career

concentrations are a clustering of courses, done so in consultation with practitioners in the field, to prepare students for entry-level employment. The project made possible funds for consultants in the various career areas and on-site experiences for faculty supervising career concentrations; literature for students and the employing community that describes the program; and released time for a director of the program.

Project director's comments: If I were to do the project again, I would bring fewer consultants to campus (other than potential members of the advisory committees and potential intern site sponsors) and get more faculty off campus on to internship sites. I would work harder on making contacts with, and preparing brochures for, potential employers concerning the career concentration program. I would also allocate funds for follow-up research on the correlation between students graduating with career concentrations and how that impacted career entry. (The follow-up we do now is not with grant money, so it is limited.) Such a program must not be created in "vacuum" with simply rhetoric about how liberal arts students can get jobs; many programs exist of this type, and are soon perceived as simply "PR" jobs to get students or the product of ivory tower academicians who don't know what the job world is all about. The program must be developed with people in the work field — and must deliver! The key is to involve the total institution from the beginning. The involvement of our own faculty, students, and administration was good and broad, and made the acceptance of the program more certain and enthusiastic.

St. Olaf College

Northfield, Minnesota 55057

Title of project: Bridges

Contact persons: Thora Phelps, Career Services

Lee Swan, Assistant Dean

External evaluators: Janet Hagberg, The Hagberg Company,
Minneapolis, Minnesota

William Svrluga, General Mills, Minneapolis, Minnesota

Project description: Bridges is a program to help faculty become more aware of and sensitive to the world of work graduates enter and thus become more effective career advisers to students. The key element of the project is the development of faculty internship placements in the private sector. Student research projects on campus grow out of facul-

ty contacts in internships. An Executive-in-Residence component is a third aspect of Bridges.

Project directors' comments: Much detail work was required in recruiting faculty, nurturing business contacts, and marketing the internship program. The state of the economy also served to slow the placing of faculty interns and the development of student research. Objectives were not abandoned or changed, but the means to attain them had to be varied. For example, although several executives from the Corporate Committee lectured in class, a longer executive-in-residence was not sought because of the limitations of such a visitor, i.e., only the economics or social science departments were interested. If this type of project were done by another institution, it would be important to provide for on-campus staff and to be prepared for time-consuming, careful nurturing of interested faculty as well as contacts in the private sector.

University of Iowa

Iowa City, Iowa 52242

Title of project: Academic Career Clusters Project

Contact person: Nancy L. Harper, Associate Dean

External evaluators: John L. Holland, Johns Hopkins University,
Baltimore, Maryland
Glenn Leggett, President Emeritus, Grinnell College,
Grinnell, Iowa

Project description: To develop a strategy for advising liberal arts students about the relationship between academic and career planning through the development of the Clusters Source Book (*Clustering: A Guide to Academic and Career Planning*) and the Clusters Computerized Advising Program.

Project director's comments: In addition to the Source Book and the computerized advising program, this project produced a heightened awareness of the value of liberal education among students and of advising problems among faculty. The primary problem was resistance to "careerism" by faculty. It proved to be difficult to get faculty actively involved. We had to change focus of materials and other efforts from faculty advisers to students, i.e., to developing student awareness and self-help materials. Materials will continue to be developed. The basic idea is being incorporated into departmental advising material and in cooperative education developments. If this project were to be done by another institution, we would suggest concentrating on professional staff and direct efforts to students.

University of Minnesota, The General College
Minneapolis, Minnesota 55455

Title of project: Career Preparation/Liberal Learning

Contact person: Roger A. Larson, Department of Business Studies

External evaluator: Wayne Little, Saint Cloud State University,
Saint Cloud, Minnesota

Project description: The objectives of this project were to: reach educationally bypassed individuals by extending General College courses and programs into the business community; combine career-related and general education offerings; bring full-time students and full-time employees together in the same classroom; and utilize the physical and human resources of business firms to enhance the learning process.

Project director's comments: We were not able to involve as many University students in the program as we had hoped. The majority of participants were the employees of the firms. Similarly, we were unable to achieve a 50/50 split between career courses and liberal education courses, but the balance improved as the project continued. Some unexpected side effects were the enriching results of the student mix and the opportunity to utilize experiences gained in the project in a number of professional and scholarly activities by participating faculty members. The greatest problem was negotiating with the participating firms. It was not difficult to get them interested in the project, but it was difficult getting final approval from all involved departments and managerial levels so that the project could get underway. If this project were done by another institution, I would suggest: start with a course or two, work hard at making them successful, and then attempt to broaden the program. In short, consider it a long-term evolutionary process.

RESOURCES

In the development of projects in this grant series a number of resources proved to be especially helpful. The following represents a brief selection of some of the more useful. Meriting special attention is the project on "Liberal Learning and Careers" sponsored by the Association of American Colleges. Several of the most recent AAC publications developed as a part of that project are included in the list below, along with a number of annotated selections borrowed from a much larger listing of resources in the special issue on "Careers and Liberal Learning," *The Forum for Liberal Education* (Washington, D.C.) 2, no. 7 (May 1980). Dr. Kathryn Mohrman is the director of the AAC project and served as Guest Editor for *The Forum* issue on "Careers and Liberal Learning."

Althof, James E., and Stevens E. Brooks, eds. "Enriching the Liberal Arts Through Experiential Learning." *New Directions for Experiential Learning* 6 (1979).

The essays in this issue focus on the ways that experiential learning can be used as an instructional tool to achieve liberal arts learning goals. Included are such essays as "Public School Internships and the Liberal Arts" by James R. Hurtgen, "Experiential Learning Theory and Learning Experiences in Liberal Arts Education" by Ronald Fry and David Kolb, and "Practical Experience and the Liberal Arts: A Philosophical Perspective" by Ormond Smythe.

Brakeman, Louis, and David Potter. "Internships for Faculty." *Experiential Education* 4 (September/October 1980).

This article outlines a number of reasons for allowing faculty and administrators to take time off from their campus activities to experience the realities of the working world, both for their own and their students' benefit. Brakeman and Potter also report on faculty internship programs already in existence at Birmingham-Southern College, Furman College, the University of Puget Sound, and the Colleges of Cedar Crest and Muhlenberg as well as the Visiting Executive Program of the American Council of Education.

Breen, Paul. "76 Career-Related Liberal Arts Skills." *AAHE Bulletin* (October 1981).

Liberal arts skills are defined here as transferable, functional abilities that are re-

quired in many different problem-solving and task-oriented situations. Breen and Urban Whitaker use the transferable skills approach in developing materials for advising and experiential learning programs. Project directors working with grants in this series found this approach to be particularly useful.

Chickering, Arthur W. "Integrating Liberal Education, Work, and Human Development." *AAHE Bulletin* (March 1981).

In this article, Chickering sketches out the conceptual frameworks from human development with special attention to the work of Jane Loevinger. He then explores the implications of developmental theory for education. His conclusion is that if the developmental principles he identifies are sound, "it becomes quite evident that the separation of liberal education and preparation for work is indeed unwise, if not impossible."

Cooperative Education Research Center. *Undergraduate Programs of Cooperative Education in the United States and Canada*. 8th ed. Boston: National Commission for Cooperative Education, 1980.

The Cooperative Education Research Center keeps track of cooperative education programs and their various characteristics. This edition lists 484 junior and 563 senior college cooperative education programs. Information on each program, when available, includes which curricula have the cooperative plan, the length of the cooperative plan, the number of work terms provided by the program, the number of years required for the degree, and whether or not degree credit taking the place of credits earned through the classroom is given based on cooperative work experience.

Drew, David E., ed. "Competency, Careers, and College." *New Directions for Education and Work* 2 (1978).

Articles in this volume examine the relationships between what is learned in college and the world of work. Essayists deal with such questions as under what circumstances is the knowledge acquired in college directly usable in jobs, do graduates acquire attitudes toward change that will assist them in the rapidly changing world of work, and in what ways does a liberal education prepare students for a more rewarding life both in and out of work.

Gould, Christine A. "Consider Your Options: Business Opportunities for Liberal Arts Graduates." *Liberal Learning and Careers Series*. Washington, D.C.: Association of American Colleges, 1983.

This is a practical handbook designed to expose students to opportunities for employment and training offered by corporations across the country. The handbook is divided into three parts — a survey of college recruiters' hiring practices, profiles of recent liberal arts graduates who have found rewarding careers in business, and information on job search techniques appropriate for liberal arts graduates. Also included in the handbook are profiles of many of the corporations surveyed.

Hiley, David R. "Faculty Roles in Career Advising of Liberal Arts Students." *Liberal Learning and Careers Series*. Washington, D.C.: Association of American Colleges, 1982.

Hiley, a philosophy professor from Memphis State University, is convinced that: "The weakest link between liberal arts students and the work world is the liberal arts faculty." In this short booklet, Hiley addresses the need for faculty involvement and the sources of resistance. He also provides a convincing rationale for faculty participation in the career preparation of liberal arts students. The booklet concludes with the description of a number of campus programs involving faculty, including two of the projects funded by the Foundation.

Kaplan, Martin, ed. *What Is An Educated Person? The Decades Ahead*. New York: Praeger Publishers, 1980.

This book is a result of seminars held by the Aspen Institute in Aspen, Colorado and Berlin on the topic "The Educated Person in the Contemporary World." Kaplan presents the paper discussed at the meetings and follows up with a transcription of the participants' comments. The book is divided into five sections: Disputes About Ends, The Egalitarian Dilemma, Hidden Agendas, The Repertoire of the Educated Person, and the Place of Schooling in the Learning Society; and includes essays by Lionel Trilling ("The Uncertain Future of the Humanistic Educational Ideal"), Jerome Kagan ("Core Competencies"), and Samuel B. Gould ("Far More Than Formal Schooling").

Martin, Warren Bryan. *College of Character*. San Francisco: Jossey-Bass Inc., Publishers/The American Council on Education, 1982.

Chapter seven of Martin's controversial and provocative book deals with the relationship between career preparation and liberal learning in a curricular context; the title of the chapter is "Curriculum: Education for Character, Career, and Society." Martin raises the profound moral and ethical questions involved in curriculum development and offers his own undergraduate curriculum proposal that combines general, integrative, and vocational education ("vocation" in the sense of calling). Martin is especially forceful in urging colleges to be socially responsible — to press the major issues confronting society-at-large.

Mohrman, Kathryn. "Building Bridges Between Business and Campus." *Liberal Learning and Careers Series*. Washington, D.C.: Association of American Colleges, 1983.

This is a report on three conferences sponsored by the Association of American Colleges on the theme: "Building Bridges Between Business and Campus." The purpose of the conferences was to encourage dialogue between liberal arts faculty and middle managers in business. Most helpful are the recommendations generated for students, faculty, and the representatives of business by the participants in the three conferences.

O'Toole, James. *Work, Learning, and the American Future*. Washington, D.C.: Jossey-Bass, Inc., Publishers, 1977.

O'Toole believes that the issues surrounding the quality of working life for society are not how to redesign jobs for greater satisfaction or make education more relevant preparation for work, but how to make the development of human resources a prime aim of the key institutions of society. The four sections of this book define the major problems of work, discuss the role of government in securing full employment, and outline ways in which education can be made more relevant to work without being dictated to by industry or economics, concluding with some suggestions for fully using human resources.

Sagen, H. Bradley, Howard R. Bowen, and Burton R. Clark. *Career Preparation in the Independent Liberal Arts College*. Chicago: The Associated Colleges of the Midwest, 1978.

Sagen's essay, "Issues and Alternatives in Career Preparation and the Liberal Arts: An Initial Appraisal," is especially helpful in conceptualizing both the problems and the resistance encountered in institutionalizing a particular strategy. The typology referred to in the main body of this document is presented in the Sagen essay. Bowen's essay addresses the relationship between the liberal arts and professional education. Clark approaches the topic of career preparation from his long-term interest in "The Role of Distinctiveness in College Development."

Watkins, Edward, ed. "Preparing Liberal Arts Students for Careers." *New Directions for Education, Work, and Careers* 6 (1979).

Essays in this issue deal with the paradox that while employers want students with liberal arts skills they are not interested in liberal arts graduates. The editor focuses on ways in which liberal arts institutions can make graduates more marketable in a competitive marketplace. Articles include "Academic Advising: Matching Students' Career Skills and Interests" by Emil T. Hofman and Peter P. Grande, "Placement: Matching Student Skills With Employer Interests" by Robert Jay Ginn, Jr., and "Bold Partnerships: Life After Graduation" by Donald A. Casella.

OVERVIEW OF THE FOUNDATION'S HIGHER EDUCATION PROGRAM

For nearly fifty years, the Northwest Area Foundation has supported educational projects in its eight-state funding region. Since 1973, most higher education grants approved by the Foundation Directors have been part of Foundation-initiated programs developed in response to identified needs.

An advisory committee of educators assists the Foundation Staff in identifying priorities and reviewing proposals. The Foundation's Directors make all final decisions on programs and grants. Foundation-initiated programs are announced each year in Request for Proposals brochures.

Typically, programs are approved for a three- to five-year period. Individual higher education projects often receive support for more than one year. This is done for maximum impact and to increase the likelihood of program implementation and adoption by the institution. In accordance with the Foundation's general guidelines, grant funds are allocated to initiate innovative, new projects rather than to continue ongoing programs. No funds may be used for equipment, capital, or endowment support.

The first Foundation-initiated program in higher education focused on needs of independent colleges in the region. Under the Independent College Program, grants were made to improve admissions and retention, deferred giving, and, under the Project Examination series, to plan and implement new models of learning. Funding for admis-

sions and retention and deferred giving projects has ended and, this year, the Project Examination grants will conclude.

Project Examination, which supported activities over a five-year period, will test the impact of long-term Foundation support on curricular change. An evaluation of that series, prepared by Dr. Dora Marcus, Michigan State University, will be available in 1984. The Independent College Program that trained deferred gifts officers continues to be monitored, and a third Foundation publication on this topic will be published in winter 1983-84.

In 1978, at the same time that the Career Preparation and Liberal Learning program was initiated by the Foundation, grants were also made to support Faculty Vitality projects. In the first year of the program, grants were awarded to individual institutions, while in the second year, consortiums of institutions received funding. Those grants, evaluated by Dr. R. Eugene Rice, will be concluding this fall, and an assessment of the Faculty Vitality grant series will be forthcoming this winter.

For the past two years, the Foundation has supported projects that re-examine institutional mission or improve institutional efficiency or the teaching/learning process. This program will continue in 1984. In 1983, a two-year program was launched to assist institutions address issues relating to the use of new technologies, primarily computers, in higher education. Another ongoing program encourages cooperative projects between elementary or secondary schools and colleges in the region. New grants will be awarded under these three programs in 1984.

The Foundation tries to remain responsive to the needs of the post-secondary institutions in its funding region. Foundation Staff visits regularly with educators on campuses and in the Foundation's office. In addition to its grant programs, the Foundation hosts conferences and project directors' meetings on topics related to its interests. In fall 1983, the Foundation will sponsor computer literacy conferences in three locations. These activities, along with occasional publications, grow out of the Foundation's continuing concern for information sharing and faculty/staff development.

Northwest Area Foundation views education as a lifelong process. Quality, access, and faculty and institutional vitality in higher education are of strong interest to the Directors. The Foundation attempts

to initiate programs that are pertinent to institutions of all sizes. In this current decade of shrinking resources, projects that demonstrate efficiency and cooperation are strongly encouraged.

The Foundation allocates approximately \$1.5 million a year for higher education. Two- and four-year public and private institutions in the Foundation's funding region are eligible to apply for grants. Descriptions of project grants made in 1982 are available in the Foundation's current *Annual Report*. New Request for Proposals brochures will be issued in the fall and the winter, and grants will be made next spring and summer. For further information on the Foundation's higher education activities, contact Martha G. Butt at the Foundation office.

The grant series for relating career preparation and liberal learning was administered and monitored by Martha Butt, Vice President of the Foundation. R. Eugene Rice, Professor of Sociology, University of the Pacific, served as program evaluator and prepared this assessment of the grant series.

This report was edited by Vicki Itzkowitz, consultant to the Foundation, designed by Robert N. Taylor, and printed by North Central Publishing Company of Saint Paul, Minnesota.

Copies of the Foundation's *Annual Report*, a periodic *Newsletter*, and the other program reports listed below may be obtained from the Foundation's office: West 975 First National Bank Building, Saint Paul, Minnesota 55101-1373, (612) 224-9635.

The Deferred Gifts Program:
Future Funding for Private Colleges

The Deferred Gifts Program II, 1974-1980

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